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work." The thought has been that anything that would keep a person busy with his hands on some topic associated with physical geography, however remotely, might legitimately be called laboratory work, and be approved to college entrance boards as indicating a requisite training in this important phase of geography teaching.

The absurdity of this belief can be clearly seen by comparing this point of view with that held in physics and chemistry. In these subjects the work called for in the laboratory is either for the purpose of illustrating principles, which can be illustrated in this way better than by the lecture or laboratory demonstration, or for the sake of having pupils become efficient in solving personally problems in the sciences. In other words, the work is disciplinary, and thought-inspiring, and is distinctly chemistry or physics at all stages.

Geography will never reach a position of strength among teachers or college officers until the same disciplinary standpoint is held. The solving of problems, the studying of facts from the map and model standpoint, must therefore form the larger part of the work. We cannot consider the copying of a climatic map from an atlas laboratory work, but we can accept the making of a weather map.

Every contribution to the laboratory side of the subject must therefore be judged from the standpoint of whether it calls for work that makes progress in the subject more efficient and the knowledge better grounded, or whether it merely offers suggestions for "busy work."

From this standpoint the book before us is not as advanced as the excellent textbook, which it is supposed to accompany, deserves that it should be. There are many quantitative and strong problems presented; the student is called upon to get better acquainted with locational geography, and must think as well as merely look at maps. On the other hand, there are many problems presented that could be answered from an ordinary school atlas by a pupil yet two years below the high school. There are also many problems or questions, in reference to topics, that are of little value for making the larger point clear. For instance, why should pupils work out the date that Magellan sailed ? where he wintered ? how many of his ships reached the Cape of Good Hope? etc. Is this laboratory work? Does it help in making clear the shape of the earth ? Could not the same amount of time, devoted to other and better work in the laboratory, produce clearer impressions in reference to the shape of the earth in a shorter time?

In spite of the elementary character of the outline, the book is suggestive, as all laboratory manuals are, and is a distinct contribution to the cause, though not as valuable a contribution as the times warrant. R. E. D.

La Propriété rurale en France. Par Flour de Saint-Genis. xviii and 445 pp. and three maps. Armand Colin, Paris, 1902. (Price, 6 francs.)

The Academy of Moral and Political Sciences in Paris proposed in 1901, as a topic for monographs in competition for the Léon Faucher prize, "The Present and Future of large, medium, and small landed properties in France." The prize was awarded to Mr. Flour de Saint-Genis, and this volume is the work that won for him the coveted distinction. The author is well known in France as a writer on economic topics. He traces the history and distribution in France of large, medium, and small estates and their influence upon the commonweal, marshalling many statistics and authorities to prove the validity of his contentions. The book is a complete, conscientious, and penetrating study of a large social question. Three maps show the distribution of rural real estate in France, according to these three groups, among which landed property is divided.